

Fairfield University

GRADUATE PROGRAMS

College of Arts and Sciences

2006-2007

Information Directory

	Telephone No.
Fairfield University Switchboard.....	(203) 254-4000
Athletic Tickets	(203) 254-4103
Bookstore	(203) 254-4262
Box Office – Regina A. Quick Center for the Arts	(203) 254-4010
Bursar's Office (student accounts)	(203) 254-4102
Career Planning Center	(203) 254-4081
Computing and Network Services Help Desk (StagWeb).....	(203) 254-4069
DiMenna-Nyselius Library	(203) 254-4044
Health Center	(203) 254-4000, ext. 2241
Housing	(203) 254-4215
Information Desk – John A. Barone Campus Center.....	(203) 254-4222
Leslie C. Quick Jr. Recreation Complex	(203) 254-4140
Public Safety (campus safety, parking)	(203) 254-4090
Registrar's Office (registration, transcripts).....	(203) 254-4288
StagCard	(203) 254-4009
Study Abroad Office	(203) 254-4332

College of Arts and Sciences Graduate Programs

College of Arts and Sciences
Canisius Hall, Room 100
Fairfield University
1073 North Benson Road
Fairfield, CT 06824-5195
Telephone: (203) 254-4000, ext. 2223
Facsimile: (203) 254-4241
E-mail: speterson@mail.fairfield.edu
Website: www.fairfield.edu

Applications available from:

Office of Graduate and Continuing Studies Admission
Fairfield University
Canisius Hall, Room 302
1073 North Benson Road
Fairfield, CT 06824-5195
Telephone: (203) 254-4184
Facsimile: (203) 254-4073
E-mail: gradadmis@mail.fairfield.edu
Website: www.fairfield.edu

The Fairfield University College of Arts and Sciences Graduate Programs catalog is printed annually. However, updates to programs, policies, and courses may be made after the catalog has been published. Please refer to the University's website, www.fairfield.edu for current information.

COLLEGE OF
ARTS AND SCIENCES
GRADUATE PROGRAMS

Master of Arts in American Studies
Master of Science in Mathematics
Certificate in Financial Mathematics

2006-2007

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2006-07 ACADEMIC CALENDAR

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

Fall 2006

Aug. 22	Back to Campus Day
Sept. 6	Classes begin
Oct. 20	Degree cards due for January graduation
Nov. 22 - Nov. 26	Thanksgiving recess
Nov. 27	Classes resume
Dec. 21	Last day of classes for graduate students

Winter 2006 Intersession

Jan. 2 - Jan. 13	Intersession classes
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Spring 2007

Jan. 15	Martin Luther King Jr. Day – University holiday
Jan. 16	Classes begin
Feb. 16	Degree cards due for May graduation
March 12 - March 16	Spring recess
March 19	Classes resume
April 5-8	Easter recess
May 2	Last day of classes
May 20	57th Commencement

Summer 2007

May 28	Memorial Day – University holiday
July 4	Independence Day – University holiday
July 5	Degree cards due for August graduation

A Message From the Dean

Welcome to the exciting world of graduate studies - and to the universe of opportunities they can create. Our minds can develop and discover deeply when allowed some nourished focus, guided by experts in a given discipline.

Within the College of Arts and Sciences, we offer two distinct programs that lead to a master's degree: American Studies and Mathematics. While the fields may be diverse, both graduate programs offer the resources of highly qualified, full-time faculty members whose commitment to teaching and scholarship is enhanced by a genuine interest in and concern for the student.

By its very nature, graduate learning is of a deeper, more refined character than undergraduate education. One's graduate school peers, however, bring a diversity of experience and expectations to the classroom, making the effort to explore new ideas and build new strengths enriching and rewarding for all involved.

At Fairfield University, you will benefit from professors who respect your goals and want to see you reach them. Whether your desire is to achieve professional advancement, to build a foundation for further studies, or to take pride in enriching an active and engaged mind, you will discover in our two master's programs the means to do so.

I am confident that your experience at Fairfield will become a challenge well worth having taken. Welcome; enjoy!



A handwritten signature in dark ink, which appears to read "Timothy Law Snyder". The signature is fluid and cursive.

Timothy Law Snyder
Dean, College of Arts and Sciences

Fairfield University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines - their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.



As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as individuals with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Fairfield University

A comprehensive liberal arts university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by sound academics, collegiality among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,300 undergraduate students and more than 1,000 graduate students, plus non-traditional students enrolled in University College.

In addition to 34 undergraduate majors, Fairfield offers full- and part-time graduate programs through its College of Arts and Sciences, its Charles F. Dolan School of Business, and its schools of Engineering, Graduate Education and Allied Professions, and Nursing. Graduate students earn credentials for professional advancement while benefiting from small class sizes, opportunities for real-world application, and the resources and reputation of a school consistently ranked among the top regional universities in the North by *U.S. News & World Report*.

In the past decade, more than two dozen Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Undergraduate students represent 35 states and more than 30 countries.

Fairfield is located one hour north of New York City at the center of a dynamic corridor populated by colleges and universities, cultural and recreational resources, and leading corporate employers. Its recently renovated and expanded facilities include the Rudolph F. Bannow Science Center, the John A. Barone Campus Center, and the DiMenna-Nyselius Library.

The third youngest of the 28 Jesuit universities in the United States, Fairfield has emerged as an academic leader well positioned to meet the needs of modern students. More than 60 years after its founding, the University's mission remains the same: To educate the whole person, challenging the intellectual, spiritual, and physical potential of all students.

In the spirit of its Jesuit founders, Fairfield University extends to its graduate students myriad resources and services designed to foster their intellectual, spiritual, and physical development.

CAMPUS SERVICES

The DiMenna-Nyselius Library combines the best of the traditional academic library with the latest access to print and electronic resources. It is the intellectual heart of Fairfield's campus and is today its signature academic building.

Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms or study areas, or convene for conversation in the 24-hour cyber café. Other resources include a 24-hour, open-access computer lab with Macintosh and Intel-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; an Information Technology Center for large and small group training; the Center for Academic Excellence; photocopiers, microform readers, and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 330,000 bound volumes, 1,800 journals and newspapers, 12,000 audiovisual items, and the equivalent of 101,000 volumes in microform. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. Library resources may also be accessed from any desktop on or off campus at <http://www.fairfield.edu/library.html>. From this site, students use their StagCard number and a pin code to access their accounts, read full-text journal articles from more than 100 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via e-mail or "live" chat.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight.

The Rudolph F. Bannow Science Center's 44,000-square-foot addition, completed in 2002, houses advanced instructional and research facilities that foster the development of science learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, mathematics, physics, and psychology. The original building underwent complementary renovations.

The John A. Barone Campus Center, which was extensively renovated in 2001, is the social focal point of University activities and offers students a place to relax, socialize, or study during the day. Students can sip cappuccino at Jazzman's CyberCafé, shop at the University bookstore, watch deejays for the campus radio station, WVOF-FM 88.5, at work in their new



glass-enclosed studio, or grab meals at one of two dining facilities. The center is open 24 hours from Sunday through Thursday and from 7 a.m. to 1 a.m. on Fridays and Saturdays. Call the Campus Center between 9 a.m. and 9 p.m. for bookstore and dining hall hours.

Aloysius P. Kelley, S.J. Center. Located on Loyola Drive, the Kelley Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Marketing, Enrollment Management, Stagcard, Student Support Services, New Student Programs, as well as the Career Planning Center.

The Career Planning Center is open to graduate students and offers career information, online job listings, and career counseling services. The Center also invites leading employers to recruit on campus. Graduate students who wish to leverage their master's degrees in a career transition should meet with the director of career planning one year before graduation.

The **Campus Ministry** team nourishes a faith community on campus, taking seriously its unique role in expressing the University's Catholic and Jesuit identity. The team, composed of pastoral ministers, laypeople, and a council of 18 student leaders, provides counseling and spiritual direction, fosters prayer life, conducts liturgies and retreats, trains students as lectors and Eucharistic ministers, and coordinates interfaith and ecumenical events.

Service learning opportunities give students a chance for reflection as they work and live alongside people of different backgrounds. Students may apply for immersion experiences in Ecuador, Nicaragua, Mexico, and Haiti, as well as trips closer to home in Kentucky.

Campus Ministry is housed in the Pedro Arrupe, S.J., Campus Ministry Center on the lower level of the Egan Chapel of St. Ignatius Loyola. Mass is held daily in the chapel during the lunch hour, on some weeknights, and twice on Sundays.

Fairfield's **Computing Services** are state-of-the-art. High-speed fiber-optic cable, with transmission capabilities of 100 megabits per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the library collection, e-mail, various databases, and other on-campus resources.

Nineteen computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure website where they can check e-mail, register for courses, review their academic and financial records, and stay tuned to campus-wide announcements.

Administrative Computing (SunGard SCT) is located in Dolan 110 East and provides support for the integrated administrative system, Banner. Additionally, Administrative Computing supports StagWeb, the campus portal that enables students to access their e-mail, grades, calendars, course schedules and other types of information that is important to the adult learner. Administrative Computing's Help Desk is located on the second floor of Dolan Commons and can be reached by e-mail (helpdesk@mail.fairfield.edu) or by phone (203) 254-4357. The hours of operation are Mon., Weds., Thurs., and Fri. from 8:30 a.m. to 4:30 p.m., and on Tuesdays from 8:30 a.m. to 7 p.m.

Computing and Network Services, located on the second floor of Dolan Commons, provides lab support, technical advice, classroom technology applications, and personal Web page assistance. Office hours are 8:30 a.m. to 4:30 p.m. The SCT Help Desk, located on the second floor of Dolan Commons, assists with questions related to StagWeb (see above).

The **Department of Public Safety** is responsible for the safety of people and property on campus. Officers patrol campus by bike, foot, and vehicle 24 hours a day, 365 days a year. The Department of Public Safety is authorized to prevent, investigate, and report violations of State or Federal Law and University regulations. In addition, officers are trained to provide emergency first aid and are supplemental first responders for the Town of Fairfield. Public Safety officers also oversee the flow of traffic on campus and enforce parking regulations. Any student, faculty member, or employee of Fairfield University should report any potential criminal act or other emergency to any officer or representative of the Department immediately, by calling (203) 254-4090 or visiting us in Loyola Hall, Room 2.

The Regina A. Quick Center for the Arts serves as a cultural hub and resource for the University and surrounding towns, offering popular and classical music programs, dance, theatre, and outreach events for young audiences. The center consists of the 740-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Tickets to Quick Center events are available to graduate students at a discounted price. For a calendar of events, visit www.quickcenter.com.

In addition, various departments schedule exhibitions, lectures, and dramatic programs throughout the academic year. These events are open to all members of the University community and many are free of charge.

Athletics and Recreation

In athletics, Fairfield is a Division I member of the National Collegiate Athletic Association (NCAA) and competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference (MAAC). The men's and women's basketball teams play at Bridgeport's **Arena at Harbor Yard**, considered one of the top facilities in collegiate basketball. Discounted tickets for Fairfield Stags games are available to graduate students. For tickets or other information, call the athletic box office or visit www.fairfieldstags.com. In addition, soccer, lacrosse, and other games are held on campus and are free to graduate students.

The Leslie C. Quick Jr. Recreation Complex, a multi-purpose facility also known as the RecPlex, features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men's and women's locker rooms; and racquetball courts. Other amenities are two cardio theatres, a weight room, and group fitness courses. The Department of Recreation also oversees the outdoor tennis, basketball, and sand volleyball courts as well as two temporary, portable ice-skating rinks. Graduate students may join the RecPlex on a per semester basis by presenting a current StagCard and paying the appropriate fee. For membership information and hours, call the RecPlex office.

ACCREDITATION

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Additional accreditations include:

AACSB International – The Association to Advance Collegiate Schools of Business
Charles F. Dolan School of Business
 Accreditation Board for Engineering and Technology
Electrical Engineering program
Mechanical Engineering program
 Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT)
Marriage and Family Therapy program
 Connecticut State Department of Higher Education
 Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Counselor Education programs
 Commission on Collegiate Nursing Education
Undergraduate Nursing programs
Graduate Nursing programs

Program approvals include:

Connecticut State Department of Higher Education
Elementary and Secondary Teacher certification programs
Graduate programs leading to certification in specialized areas of education
School of Nursing programs
 Connecticut State Board of Examiners for Nursing
Undergraduate Nursing programs
Graduate Nursing programs
 Nurse Anesthesia Council on Accreditation

The University holds memberships in:

AACSB International – The Association to Advance Collegiate Schools of Business
 American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Council for Higher Education
 American Council on Education
 ASEE – American Society for Engineering Education
 Association of Catholic Colleges and Universities
 Association of Jesuit Colleges and Universities
 Connecticut Association of Colleges and Universities for Teacher Education
 Connecticut Conference of Independent Colleges
 Connecticut Council for Higher Education
 National Association of Independent Colleges and Universities
 National Catholic Educational Association
 New England Business and Economic Association

ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning

Specialty Track Directors advise all fully matriculated students in their respective tracks. The Assistant Dean advises all non-matriculated students. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The advisor must be consulted each subsequent semester regarding course selection, and the advisor's signature of approval on the University registration form is required. Students must register no later than one week prior to the first day of class.

Information about state certification requirements may be obtained from the certification officer or graduate faculty advisors.

Student Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether or not the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor and the dean.

Academic Freedom and Responsibility

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP and incorporating the 1970 interpretive comments, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present and interpret, and discuss facts and ideas concerning all branches and fields of learning. Academic freedom is limited only by generally accepted standards of responsible scholarship and by respect for the Catholic commitment of the institution as expressed in its mission statement, which provides that Fairfield University "welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community."

Academic Honesty

All members of the Fairfield University community share responsibility for establishing and maintaining appropri-

ate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

Students in the Nurse Anesthesia Track are subject to all Bridgeport Hospital and Fairfield University policies and procedures. Bridgeport Hospital and Bridgeport Anesthesia Associates have the right to remove a student from assignment at Bridgeport Hospital after it has been determined by Bridgeport Hospital that such removal is in the best interest of the Hospital and of patient safety. The appeal of such removal of a student and all clinical and/or administrative grievances shall be addressed according to the policies and procedures set forth in the Bridgeport Hospital Nurse Anesthesia Program Student Handbook. Academic Grievances shall be addressed according to the policies and procedures set forth in the Fairfield University School of Nursing Graduate Program Catalog/Handbook.

Academic Dishonesty

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Examples of dishonest conduct include but are not limited to:

- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.

- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Graduate courses, open to undergraduate students with permission
500-599	Graduate courses

Normal Academic Progress

Academic Load

A full-time student will normally carry nine credits during the fall or spring semester. Twelve credits is the maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of 12 credits. Students who work full-time or attend another school may not be full-time students. Such individuals are ordinarily limited to six credits during the fall or spring semesters and nine credits during the summer sessions.

Academic Standards

Students are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree or certificate must maintain a 3.00 grade point average.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. No academic credit is awarded and a grade notation (AU) is recorded on the official transcript under the appropriate semester and course name. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Students must submit a preliminary proposal using the Independent Study Application form, which is available in the dean's office, to the major advisor. Frequent consultation with the major advisor is required. Students may earn from one to six credits for an independent study course.

Matriculation/Continuation

In the first 12 semester hours, the student must complete at least one course from the intended area of concentration and a philosophical foundations course if required. To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

Time to Complete Degree

Students are expected to complete all requirements for the MSN program and graduate within five years after beginning their course work. Students completing certificate programs must fulfill their requirements within three years of beginning course work. Each student is expected to make some annual progress toward the degree or certificate to remain in good standing. A student who elects to take a leave of absence must submit a request, in writing, to the dean.

Applications for and Awarding of Degrees

All students must file an application for the master's degree in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). Students who have been awarded diplomas in the previous August and January, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Grading System

Grades; Academic Average

The work of each student is graded on the following basis:

A	Excellent
B	Good
C	Fair
F	Failed
I	Incomplete
P	Pass
W	Withdrew without penalty

The symbol + suffixed to the grades of B and C indicates the upper ranges covered by those grades. The symbol - suffixed to the grades A, B, and C indicates the lower ranges covered by those grades.

The grade of incomplete is given at the discretion of individual professors. All coursework must be completed within 30 days after the last class in the course for which a student has received an incomplete grade, after which the "I" becomes an F. Pass or Fail grades are used in a limited number of courses.

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the dean by the professor of record within one calendar year of the final class of the course or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the dean of their school if he or she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

A change of an incomplete grade follows the established policy.

A student who elects to withdraw from a course must obtain written approval from the dean. Refunds will not be granted without written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled.

Each grade has a numerical value as follows:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00

Multiplying a grade's numerical value by the credit value of a course produces the number of quality points earned by a student. The student's grade point average is computed by dividing the number of quality points earned by the total number of credits completed, including failed courses. The average is rounded to the nearest second decimal place.

Incomplete

An incomplete grade is issued in the rare case when, due to an emergency, a student makes arrangements - in advance and with the professor's and the dean's permission - to complete some of the course requirements after the semester ends. All course work must be completed within 30 days of the end of the term. Any "I" still outstanding after the 30-day extension will become an F and the student will be excluded from the program.

Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to entering Fairfield University.

No more than six credits may be transferred. Transfer credit will be considered for graduate coursework earned with a grade of B or better. An official transcript of the work done must be received before a decision will be made on approving the transfer.

Scholastic Honors

Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, graduate students must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others, and manifest

a true concern and commitment to the values and goals of the society. The Fairfield chapter was reactivated in 1981 and includes outstanding undergraduate and graduate students who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education.

Disruption of Academic Progress

Academic Probation/Dismissal

A student whose overall grade point average falls below 3.00 in any semester is placed on probation for the following semester. If the overall grade point average is again below 3.00 at the end of that semester, the student may be dismissed. Any student who receives two course grades below 2.67 or B- will be excluded from the program.

Grades

Any student who earns less than a B- twice may not be allowed to continue in the program. Practicum courses in the MSN program are given a letter grade. For the Nurse Anesthesia Program, any student who earns a grade below C (2.0) will be dismissed.

Withdrawal

Students who wish to withdraw from a 14-15-week course before its sixth scheduled class must do so in writing or in person at the Registrar's Office. Written withdrawals are effective as of the date received or postmarked. In-person withdrawals are made in the Registrar's Office by completing and submitting a Change of Registration form.

Those who wish to withdraw from a course after the sixth scheduled class must submit a written statement of their intention to the dean for approval to withdraw without academic penalty. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course. In general, course withdrawals are not approved after the sixth scheduled class. In extreme cases, exceptions may be approved by the dean.

Readmission

All students who interrupt their education for more than two successive terms must be reinstated. Requests for reinstatement may be made by letter to the dean at least one month prior to enrollment in courses. If a student has been inactive for 24 months or longer, it will be necessary to submit a new application for admission to graduate programs. A review of past work will determine the terms of readmission.

Students who receive a master's degree from Fairfield University and who want to begin programs leading to a Post-Master's certificate are required to file a new application of admission.

Academic Grievance Procedures

Purpose

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances relate to procedural appeals or to academic competence appeals, or to issues of academic dishonesty. Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed. Remedies would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work.

Time Limits

The procedures defined here must be initiated within one semester after the event that is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, department chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

Step two: The student consults the chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, he or she advances to step three.

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

Formal Procedure

Step one: If the student still believes that the grievance

remains unresolved following informal procedures, she or he initiates the formal review procedure by making a written request through the dean of the school in which the course was offered for a formal hearing in the academic vice president's office. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The academic vice president determines whether the grievance merits further attention. If not, the student is so informed.

If, however, the grievance does merit further attention, the academic vice president determines whether it is a procedural, competence, or academic dishonesty appeal.

- If it relates to a procedural matter, the academic vice president selects a dean (other than the dean of the involved school) to chair a grievance committee.
- If it relates to an academic competence matter, the academic vice president requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.
- If it relates to academic dishonesty, the academic vice president will convene a committee comprised of a dean and two faculty from outside the department in which the course was offered to review the material and the sanctions.

In addition, in some instances it may be possible for the academic vice president to settle the grievance.

Step three: For procedural appeals, the grievance committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the academic vice president contacts the outside panel members and requests that they review the case in relation to its content validity.

For academic honesty appeals, the academic vice president will request that the committee present a written report of their findings relating to the validity of the charge and the sanctions.

Step four: The recommendation from either the grievance committee or the panel is forwarded to the academic vice president in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The academic vice president renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the academic vice president is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

Structure of the Grievance Committee

The structure of the Grievance Committee is the same as the existing Academic Honesty Committee, as follows:

- Two faculty members are selected from a standing panel of eight faculty members elected by the general faculty. The faculty member against whom the grievance has been directed proposes four names from that panel; the student strikes two of those names, and the two remaining faculty members serve.
- Two students are selected from a standing panel of eight students elected by the student government. The student(s) (grievant(s)) propose four names from that panel; the faculty strike two of those names; the two remaining students serve.
- In the event that a faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel serves as an alternate.
- The committee is chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the academic vice president. The dean so selected has no vote except in the event of a tie, and is responsible for overseeing the selection of the review committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.
- The election of committee members should take into account the possible need for response on 24-hour notice (particularly at the time of Commencement), and availability should, in such instances, be a prime consideration in committee member selection.

Due Process Procedure

- a. Both the student and the faculty member have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.
- b. Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.
- c. The administration makes available to the student and the faculty member such authority as it may possess to require the presence of witnesses.
- d. The hearing committee promptly and forthrightly adjudicates the issues.
- e. The full text of the findings and conclusions of the hearing committee are made available in identical form and at the same time to the student and the faculty member. The cost is met by the University.
- f. In the absence of a defect in procedure, recommendations shall be made to the Academic Vice President by the committee as to possible action in the case.
- g. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date needed. Requests are not processed during examination and registration periods.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University, who has not waived that right, may see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the dean's office. Information contained in student files is available to others using the guidelines below:

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

ADMISSION

Admission Policies

Students who hold a bachelor's degree in any field from a regionally accredited college or university (or the international equivalent), and who have demonstrated their ability or potential to do high-quality academic work, are encouraged to apply.

Admission Procedures

M.A. in American Studies

Students must submit the following materials to the Office of Graduate and Continuing Studies Admission for consideration:

1. Completed Application for Graduate Admission form
2. \$55 fee, made payable to Fairfield University
3. Official transcripts verifying completion of an undergraduate degree
4. Two letters of recommendation
5. Proof of immunization against measles and rubella (for students born after Dec. 31, 1956) in compliance with Connecticut regulations.

Application deadlines are: July 1 for fall entry, Dec. 1 for spring entry, and May 1 for summer entry.

M.S. in Mathematics

Students must submit the following materials to the Office of Graduate and Continuing Studies Admission for consideration:

1. Completed Application for Graduate Admission form
2. \$55 fee, made payable to Fairfield University
3. Official transcripts verifying completion of an undergraduate degree
4. Two letters of recommendation
5. Proof of immunization against measles and rubella (for students born after Dec. 31, 1956) in compliance with Connecticut regulations.

Application deadlines are: July 1 for fall entry, Dec. 1 for spring entry, and May 1 for summer entry.

International Students

International students must provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations and a course-by-course evaluation of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A minimum TOEFL composite score of 550 for the paper test or 213 for the computer-based test is required for admission to the graduate program. Information about TOEFL may be obtained from any U.S. embassy or information office or from Educational Testing Service. TOEFL may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities with an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the assistant director of student support services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will only be shared with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: David Ryan-Soderlund, assistant director of student support services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

Parking on Campus

All vehicles must be registered with the Department of Public Safety and display a current vehicle registration sticker. For graduate students, the fee for this is included as part of tuition. However, graduate students must register their vehicle. To do so, students complete and submit the online registration form available on StagWeb (below). Students should then bring a copy of the submitted application to Public Safety (Loyola Hall, Room 2) with proof of enrollment and their state vehicle registration. A pamphlet detailing traffic and parking regulations will be provided with your registration sticker. Unauthorized vehicles parked in fire lanes, handicapped, or service vehicle spaces are subject to both fines and towing. Handicapped persons must display an official state handicapped permit.

Other Requirements

The StagCard

All students are required to obtain a StagCard, the University's official identification card. With the StagCard, graduate students can gain access to the University's computer labs, the library, StagPrint, and much more. Graduate students can also purchase a membership to the Quick Recreational Complex, which requires a valid StagCard for entry.

To obtain a StagCard you will need a valid, government-issued photo identification card. Also, proof of course registration will quicken the processing of your card, but is not required. *Please note: returning students can use their existing card.*

The StagCard Office is located in Gonzaga Hall, room 10. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m. NOTE: Summer hours may vary from those listed in this catalog. For more information, you may check the website: www.fairfield.edu/stagcard, e-mail the office at stagcard@mail.fairfield.edu or call (203) 254-4009.

StagWeb (<http://stagweb.fairfield.edu>)

All graduate students are issued individual accounts for StagWeb, a secure website where you can check e-mail, register for parking, review your academic and financial records including course schedules and unofficial transcripts, and stay tuned to campus-wide announcements.

Your new StagWeb account will be available within 24 hours of registering for classes for the first time. To log in you will need your Fairfield ID number (an eight-digit number which can be found on your course schedule) and your date of birth (in MMDDYY format). For more information or for assistance with StagWeb, please contact the StagWeb helpdesk at (203) 254-HELP or by e-mail at helpdesk@mail.fairfield.edu.

The College of Arts and Sciences

The College of Arts and Sciences, Fairfield's largest and oldest school, offers undergraduate and graduate degrees in a wide array of fields. The College hosts some 15 departments and 19 programs, led by more than 140 full-time faculty members. Each year, more than 2,000 students engage in thought-provoking courses with topics ranging from America's military history to the religions of Japan and from thermodynamics to film-making.

The College is also home to the University's core curriculum - a general education curriculum requirement designed to develop the whole person and provide a sound general education upon which undergraduates can build their major programs of study. The College offers 19 majors that lead to a bachelor of arts or a bachelor of science degree and 16 complementary minors.

Two graduate degrees - the master of arts in American studies, established in 1997, and the master of science in mathematics, established in 2000 - expand the undergraduate offerings available through the College. Students who elect to earn an M.A. in American studies examine the complexities of the American experience through an interdisciplinary approach that builds on the expertise of nine distinct departments. Those who seek an M.S. in mathematics become part of a community of scholars whose undertakings lead to theoretical and practical applications. The College's graduate programs each feature small, seminar-style courses, taught by full-time Fairfield faculty members.



MASTER OF ARTS
IN
AMERICAN STUDIES

A Message From the Director

The graduate program in American Studies at Fairfield University is an interdisciplinary course of study drawing upon the expertise of full-time faculty members. They represent nine departments and programs including Black Studies, English, History, Philosophy, Politics, Sociology, Religious Studies, Women's Studies, and Visual and Performing Arts. The American Studies program focuses on the cultural and intellectual life of the United States and is dedicated to providing a comprehensive and critical understanding of the American experience.



Students design a curriculum to meet their specific needs in consultation with an academic advisor. They may focus on a traditional discipline or explore a particular topic. America is a culture of cultures, and our offerings are inclusive and respectful of the enormous diversity in the American people and their experience.

To undertake the formidable task of developing a better understanding and appreciation of the complexities in the American experience, we employ the considerable resources of our University community while also encouraging students to avail themselves of the resources in the surrounding New York metropolitan region.

In response to the personal and professional time constraints of our student population, classes normally take place in the late afternoon, evening, and occasionally on weekends. To facilitate a supportive mentor-learning environment, all courses are offered in a seminar format. The graduate students in our program include professionals seeking intellectual and cultural enrichment, educators enhancing their professional development, full-time parents preparing to re-enter the marketplace, and others planning to pursue further professional studies or academic degrees.

As director of the graduate program in American Studies, I invite you to join us in our quest for a better understanding of our nation's cultural, intellectual, economic, religious, artistic, social, literary, and political traditions.

Dr. Leo F. O'Connor
Director of American Studies

THE MASTER OF ARTS IN AMERICAN STUDIES PROGRAM

The master of arts degree in American studies requires 33 credits. These include three required courses totaling nine credits, seven electives totaling 21 credits, and a required independent capstone project of three credits. Students choose from a range of courses that have been designed specifically for the M.A. program and may also take up to three advanced-level undergraduate courses, in which they are expected to produce a graduate-level paper as an added course requirement.

Required Courses

Three core courses provide a general introduction to the method and matter in the field of American studies:

- AS 401 Introduction to American Studies: The Interdisciplinary Method
- AS 402 American Historiography: A Survey of Seminal American Historical Texts
- AS 403 Issues in Contemporary American Studies

Elective Courses

In consultation with their faculty advisors, students select seven courses to create an individualized program of study, choosing from among more than 50 electives offered during a three-year cycle.

Independent Capstone Project

The program culminates in an independent research project of some scope and originality, completed under the close supervision of a faculty member. At the outset, the student chooses a topic and provides a prospectus and bibliography. The project typically results in a research paper, but other proposals are welcome.

Projects must be completed within one year of their registration.



Course Descriptions

AS 401 Introduction to American Studies

Using a seminar format, this course introduces students to the interdisciplinary methodology of American Studies. While studying seminal works in the field, students also explore the intellectual, social, and cultural dynamics that have shaped the American experience. Three credits.

AS 402 American Historiography

This seminar explores major themes in American history by studying historiography, or the way historians have approached these topics. The discipline of history is key for all American studies research, writing, and teaching. Since there is much to cover, the course uses the summaries of research and writing trends contained in the anthology commissioned by the American Historical Association, *The New American History* (Revised and Expanded Edition, 1997), ed. by Eric Foner, which contains chronological and topical essays. Additional readings include a classic monograph; recent monographs considered cutting-edge in their subfields that we examine for what they reveal about the new historical trends; and essays by leading cultural historians that are essential to a rounded view of American studies practice. Three credits.

AS 403 Issues in Contemporary American Studies

This team-taught course features guest lecturers who lead discussions on pertinent topics that are central to contemporary American studies scholars. Topics include the visual arts in America; retrieving the lost voice of Native Americans; women and work; the American musical debate; pop culture and American politics; queer studies; the quest for community; the race factor in contemporary America; and whether or not technology drives history. Three credits.

AS 415 Civil Liberties

This course examines the freedoms afforded by the Constitution and the Bill of Rights and the role of the federal courts, especially the Supreme Court, in protecting individual rights. It focuses on such areas of law as freedom of speech and press, freedom of religion, and the right to privacy. Particular attention is paid to the equal protection and due process clauses of the Fourteenth Amendment and the relationship to such issues as school desegregation, voting rights, affirmative action, and criminal procedure. Three credits.

AS 416 Civil Liberties II: Criminal Justice

This course examines the investigatory and adjudicatory processes of the American criminal justice system. The course begins with a brief introduction to criminal law, its sources and development. It then moves to an analysis of the evolutionary development of due process focusing on the right to counsel, search and seizure, the role of the police in interrogations, confessions, and investigations. The focus then shifts to an examination of the criminal trial and the respective roles of prosecutor, defense attorney, judge and jury. Attention is also given to the issues of bail and plea-bargaining. The course concludes with an analysis of the goals of punishment, the Eighth Amendment, and the function of the correctional system.

AS 420 Feminist Theory and Gender Studies

In the past 30 years, the development of feminist theory and women's studies has affected all literary fields. Not only has women's writing risen from obscurity and been re-evaluated, but feminist theory has reconsidered the social and intellectual forces that valued particular writing styles over others and created a hierarchy that attached greater value to men's writing. In recent years, feminist theory also laid the groundwork for gender studies (that focus on the construction of gender), and sexuality studies, sometimes referred to as "queer theory." To help students of contemporary American studies understand the main concepts of these important fields, the course provides a survey of the most important writing and theories from the past 30 years and offers opportunities to apply theories to selected American literary works. No prior theory courses are required. Three credits.

AS 421 Working Women in the US: 1865-Present

A course designed for all students seriously interested in developing an understanding of United States literature and history and the role of women in its cultural, social, and economic development. By reading U.S. women's literature and history, students see a narrative sequence of the continued and altering contributions of working women, from 19th-century writers, intellectuals, and political leaders to 20th-century labor leaders, scientists and writers and artists. Students come to appreciate the complexity of the country's growth during this period of history, including the contribution of its immigrant women from around the world. By reading and discussing, then researching and writing about primary literature and historical texts, and by applying various theoretical perspectives offered by course assignments, students gain a broader, informed, and more critical view of U.S. culture. Three credits

AS 444 American Master Artists and their Times

This class focuses on a selection of American Masters who came to define the American experience as visual innovators reflecting and transforming their times. Among the artists explored are: Thomas Cole, Winslow Homer, John Sloan, Frank Lloyd Wright, Georgia O'Keefe, Edward Hopper, Jacob Lawrence, Lee Krasner, Jackson Pollock, Andy Warhol, and Judy Chicago. Each artistic biography is presented as a filtered lens through which America's social, political, literary and economic themes are manifested in painterly expressions. Within this cultural framework, we examine the creative spirit of each age in the American experience. The course combines classroom illustrated slide lectures, discussions, and field trips to study on-site major collections of American art at museums including: The Yale University Art Gallery, Wadsworth Atheneum, New Britain Museum of American Art, Metropolitan Museum of Art, and Whitney Museum of American Art. Three credits.

AS 450 The Supreme Court in the 1960s

This course analyzes the dynamics of the Earl Warren Supreme Court and its impact on American society through decisions on such issues as reapportionment, right to privacy, school prayer, libel, and civil rights. The course examines major criminal rights decisions of the Court such as search and seizure, self-incrimination, and the right to counsel, and considers the impact of these decisions on subsequent cases and current issues related to the cases. Three credits.

AS 461 The American Civil War

This course employs the interdisciplinary method of learning in examining the American Civil War. While using standard historical texts to establish the facts regarding the War, the course focuses on the sometimes confusing and contradictory versions of the War depicted in literature, photography, feature films, documentary films, and other modes of expression. Three credits.

AS 483 America in the 1930s

The Great Depression represents the catalytic agent in America's extraordinary transformation in the 1930s, a decade during which the changes in the economic and political sectors provided the matter for American cultural life. This course acquaints students with the complexities of this pivotal period in American life through feature films and documentaries, popular and serious fiction, the American theatre of the time, popular music, public and private art, and mass circulation and little magazines, while introducing them to an interdisciplinary methodology. Three credits.

AS 488 The Frontier in American Culture

For the last five centuries, the frontier - understood as the place where "humanity" comes into contact with its apparent absence in the shape of alien beings and landscapes - has been the subject of some of the most lasting powerful American stories. In this course, we concentrate on some of the major representations of the frontier produced between the late 18th century to the present in order to learn how to recognize and talk about the position that the frontier and American "western" has occupied in our culture. Authors include Boon, Child, Stephens, Cooper, Black Hawk. Filmmakers include Ford, Peckinpagh, Eastwood, Costner. Three credits.

AS 493 The Italian-American Experience

Students analyze the concept of nationality and national identity in literature, film, and critical essays by and about Italian-Americans and discuss the concept of race and racial origins together with the phenomenon of emigration. The course addresses role and representation differences for men and women in this subgroup of American society, with particular consideration given to the ethnic roots of these differences. It also examines the ways in which poetry, prose, and film reveal Italian ethnicity in 19th- and 20th-century America, with special emphasis on the sense of otherness that this immigrant group experienced. Three credits.

ASAH 441 Fine Art vs. Anti-Art: 1917-1967

Dr. Wayne Craven writes in *American Art: History and Culture*, "As the new century opened America was a nation in transition, and ripe for many kinds of revolutions - in politics, social systems, and certainly in literature and painting. [These] social shifting values and forces were occurring within American society at large. Focusing on the 50 years from WWI to Vietnam, this class examines the artistic debates and ideological struggles manifested by American art. During this time, there is a shifting barometric needle of stylistic expression. On one side, we see an entrenched, traditionalist school that retains the noble beaux arts criteria for realism and classical content. Artists to be studied in this school are: Henri, Sloan, Hopper, Marsh, Cadmus, Benton, Curry, Wood, Sheeler, Demuth and Wyeth. On the other side of the aesthetic spectrum, we encounter

rebels leading the avant-garde. Sparked by the new "isms" of European modernism, artists to be discussed include: Duchamp, Stella, Dove, O'Keeffe, Gorky, Pollock, Rothko, Frankenthaler, De Kooning, Motherwell. The culmination and convergence of these parallel tracks arrive with the neo-realist but equally avant-gardist Pop art movement of the 1960s. Warhol, Rosenquist, Johns, and Wessleman use hard-edge realism to convey anti-establishment parodies and camp spin-offs of high culture. The period between 1917-1967 becomes, then, the pivotal shift when traditionalism is converted into a new cultural paradigm ending modernism as a distinct period. Three credits.

ASEN 447 Poetry in America

A survey of major developments in American poetry from the mid-19th century to the late years of the 20th century, this course emphasizes the poems of Walt Whitman, Emily Dickinson, Robert Frost, T. S. Eliot, and Langston Hughes. The course also offers an introduction to the works of Ezra Pound, E. E. Cummings, Amy Lowell, Marianne Moore, and William Carlos Williams, as well as to Beat poetry (Ginsberg, Ferlinghetti), and to the confessional movement that dominated the second half of the 20th century (Robert Lowell, Anne Sexton, Sylvia Plath). The focus is on the shifting patterns of poetic style and on the evolution of American sensibility and experience as expressed in the poems under discussion. Three credits.

ASEN 486 Native American Literature

This course focuses on novels, short stories, and poems written by American Indian writers during the 20th century and, for purposes of background, reviews a number of significant works composed prior to this century. The course examines these texts primarily for their literary value, yet the course also explores the broad image of American Indian culture that emerges from these works, giving attention to the philosophical, historical, and sociological dimensions of the material. Three credits.

ASEN 488 Award-winning American Novels

In this course students will read a variety of award-winning contemporary American novels. The novels will be selected from among the most prestigious prizes given in American letters each year, including The National Book Award, National Book Critics Circle Award, The Pulitzer Prize, and the Pen/Faulkner Award. These awards are given annually to the best novels published each year. The course will investigate what makes each novel "American" thematically, culturally, and stylistically. Among the ten novels to be studied will be *The Known World*, *Martin Dressler*, *Motherless Brooklyn*, *The Great Fire*, and *Confessions of Nat Turner*. Three credits.

ASHI 437 American Prophetic Tradition

This intensive reading and writing seminar examines in some depth individuals and social movements in U.S. history that acted out of religious and philosophical traditions. Topics covered include biographies, autobiographies, writings, and diaries of such figures as Mary Dyer, Roger Williams, John Dickinson, John Ross, Emma Willard, Lydia Marie Child, W.E.B. Dubois, Randolph Bourne, Walter Rauschenbusch, Dorothy Day, Abraham Heschel, and Robert Coles. The course looks at the prophetic roots of religious liberty, women's suffrage, abolitionism, the labor movement, populism, Civil Rights, and the '60s. Five three-page critical book reviews and one longer project are required. Three credits.

ASHI 441 Examining the '60s: History and Legacy

This seminar explores the political, social, and cultural aspects of the 1960s in American history. Topics include liberalism, the Great Society, the Civil Rights movement, Vietnam, the student movement, the women's movement, counterculture, and the Silent Majority. The course requires a research paper. The paper can be geared toward "teaching the '60s," making this an appropriate seminar for teachers. Three credits.

ASHI 442 Immigration, Ethnicity, and Race in U.S. History

This intensive reading, writing, and discussion seminar examines the history of U.S. immigration in the 19th and 20th centuries. Arranged thematically within a chronological framework, the seminar situates the United States within the context of global migration patterns and economic development. The first part of the course investigates patterns of migration and community settlement, family strategies of survival and adaptation, and immigrant cultures. The second part analyzes the reception of successive immigrant groups. Most importantly, the course explores how race, ethnicity, assimilation, acculturation, and Americanization were defined by American government and society. Throughout, the course conducts a critical evaluation of how historians and other scholars have studied immigration and immigrant communities and examines today's perceptions of the American immigrant experience. Varied readings include monographs, oral histories, reform investigations, and a novel. Three credits.

ASHI 448 Social Movements in America: The Sixties

This seminar explores the decade of the 1960s in American history, focusing on the social movements that had a strong impact on the political, social, and cultural life of the United States. After surveying the historical context of the decade, we read case studies in civil rights and the women's, anti-war, and labor movements, and then interpret primary documents from the era. We consider the effects of race, gender, and class dynamics on the popular politics of this time, including the rise of a conservative political and cultural movement. Three credits.

ASHI 451 Crises and Turning Points in U.S. Foreign Relations, 1776 to 2004

This intensive reading and writing seminar examines, through important primary and secondary sources, key crises in the relations of the United States and the world from independence to the present. Such crises as the Revolution and French Alliance, the War of 1812, the Monroe Doctrine, the abrogation of Native American treaties, the Civil War, the Spanish-American-Cuban-Filipino War, World War I, the Russian revolutions, Pearl Harbor, Yalta, the Korean War, the Gulf of Tonkin, the Tet offensive, the Gulf War, Mogadishu, Bosnia, Kosovo, and the impact of Sept. 11 provide the cases around which the class examines important interpretive questions about the U.S. role in the world. Students complete short critical papers and a comparative case study paper. Three credits.

ASHI 452 Peace Movements in U.S. History

This seminar explores the genesis and development of movements in opposition to war from the colonial era to the present day. Focal points are major U.S. wars, including the Revolutionary War, the War of 1812, the Mexican War, the Spanish-American-Cuban-Filipino War, and the major wars of the 20th century, including the Vietnam War, interventions in Central America, and the 1991 Gulf War. Sources include oral histories, biographies, fiction, and drama as well as critical studies focused on the social movements themselves. Student requirements include a comparative primary-source research paper, historical essay, or lesson plan, as well as short critical essays on weekly reading, and oral leadership in seminar. Three credits.

ASHI 456 History of the Cold War

This intensive reading, writing, and discussion seminar focuses on the origins, deepening, and decline of the Cold War between the United States and the Soviet Union from 1917 to 1991. Coverage concentrates on interpretive turning points and crises, and the course approaches the topic by understanding both sides of the conflict. The seminar places political and military decisions in their social and cultural contexts, and pays special attention to the impact of the Cold War on American society, including popular culture. Student requirements include a primary source research paper as well as short critical essays on weekly readings, and oral leadership in the seminar. Three credits.

ASHI 459 Working in America: A Social History

This seminar explores the social history of work and working people in the United States from the artisan pre-industrial era, through the Industrial Revolution and the maturation of industrial capitalism, to the present postindustrial era. The seminar examines three broad areas of working people's historical experience: 1) work itself, including managerial systems and technological changes; 2) the self and community definitions of working people; and 3) the effect of labor questions on politics and public policy. The course gives special attention to the issues of slavery and its aftermath, immigration, and the place of women in the economy. Three credits.

ASHI 479 Islam in America

The course treats the history of Muslims in America from the early 19th century to the present. Topics include: the basic tenets of Islam; changing and diverse religious traditions and ideas; Islam among African-Americans; the role of women; concerns about prejudice and unfair treatment; and political views and practice before and after the Sept. 11, 2001 terrorist attacks. Three credits.

ASHI 481 The Arab-American Experience

The course covers the history of Arab-Americans from the late 19th century to the present. Topics include the sociology and politics of emigration from the Arab world; New York City as the mother colony; religious communities and fault lines; work and livelihood, and the relationship between ethnicity, religion and class; women and the family; Arab-American literature and music, and their contribution to Arab culture as a whole; the role of the Arab-Israeli conflict and other Middle Eastern political issues in Arab-American life; the image of the Arab and Arab-American in American culture; and Sept. 11 and its aftermath. An analysis of the nature and evolution of Arab-American identity against the backdrop of developments in the Arab world and the United States is one of the primary foci of the course. Two day-trips to "Arab New York" are included. Three credits.

ASIT 481 Visions of Italy and America in Film

Adaptations and critiques of genres and themes indicate cinematic health. Italian cinema, which has given rise to movements such as neorealism, *commedia all'italiana*, and the spaghetti western, has provided the original material for adaptations by directors from other countries, notably the United States. The prevalence of American adaptations is a measure of the artistic contribution of the Italian national cinema. In this course we examine the phenomenon of adaptation and interpretation of Italian films from the postwar period until today. After a condensed review of more than 60 years of Italian cinematic history, we examine several American interpretations of Italian film classics. Garret's *The Postman Always Rings Twice* (1946), based upon James Cain's novel, revisits Visconti's *Ossessione* (1943). Neil Simon's *Sweet Charity* (1966) and later Woody Allen's *Purple Rose of Cairo* (1985) retell Fellini's tragic tale of *Le notti di Cabiria* (1957). More subtle parallels are found in Neil LaBute's *Nurse Betty* (2000) and Fellini's *Lo sciocco bianco* (1956). Brian DePalma's *Blow Out* (1981), starring John Travolta, maintains the premise of Antonioni's *Blow-Up* (1966). Madonna and Guy Ritchie's 2002 remake of *Swept Away* (1974), as well as Garry Marshall's adaptation *Overboard* (1987), reveal the impact of Wertmuller's original. These American reflections on Italian films, themselves dark mirrors reflecting on the themes and assumptions of American film hegemony, offer another means to appreciate the powerful insights of self-reflection in the Italian postwar period. Three credits.

ASMU 401 The History of Jazz

This course traces the development of American jazz from its origins in black musical traditions. Topics include the roots of jazz in ragtime, blues, work songs, and march music. Also addresses the development of different jazz styles, such as Dixieland in the '20s, swing in the '30s, bop in the '40s, and present-day evolutions. The course emphasizes connecting the historical period with the music of jazz – America's original art music. Three credits.

ASMU 402 The History of Rock

This course surveys the musical and social trends that resulted in the emergence of rock and roll as an important musical and cultural force in America. The course traces the roots of rock, blues, and country styles and, showing how they merged with popular music, studies periods from the 1950s to the present, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. The social, political, and cultural aspects of rock as they have affected American life provide an American studies emphasis. Three credits.

ASMU 414 Gershwin, Ellington, Copland

This course examines three composers — George Gershwin, Duke Ellington, and Aaron Copland — who helped define the sound and meaning of American music. Beginning in the 1920s, each musician made major contributions to three great American musical traditions — popular music (Gershwin and Ellington), jazz (Ellington), and classical (Gershwin and Copland). This course explores their specific contributions to American culture as well as the cultural forces in American society that shaped these contributions. No musical background is required. Three credits.

ASPH 483 Ethical Theories in America

This course examines the growth and development of ethical theories in America. From the earliest philosophical speculation in colonial times until today, American philosophy distinguishes itself by a continuing attention to the importance and significance of religious, political, and social values. This course explores writings representing five American philosophical traditions: Puritan colonial, transcendentalism, idealism, pragmatism, and contemporary philosophy. Three credits.

ASPH 484 American Pragmatism

This course examines the origins and principal practitioners of American pragmatism as a distinctly American philosophical movement: C.S. Pierce, William James, and John Dewey. It concludes with a critical examination of Richard Rorty's revival of American pragmatism as anti-foundational. Three credits.

ASPH 494 Transcendentalism as Philosophy

This course examines transcendentalism as a revolutionary and first "American" philosophy. The course begins with a reading of *The American Scholar* and *The Transcendentalist*. Students read philosophical works by Bronson Alcott, Henry David Thoreau, Margaret Fuller, and Orestes Brownson, and contrast their differing metaphysical and epistemological positions. The course ends with an inquiry into contemporary critiques of transcendentalism by American philosophers. Three credits.

ASPH 495 Philosophy in 19th-Century America

This course examines the philosophers and the philosophies that challenged one another in America during the 19th century: materialism, transcendentalism, utilitarianism, American idealism, positivism, and feminism. The philosophers we read in class together are out-of-print, out-of-vogue, and considered "lost," at least as far as present evaluations are accepted. Students complete a project in which a "lesser light" philosopher challenges one of the 19th-century historical winners such as Frances Wright, R.W. Emerson, Margaret Fuller, Henry David Thoreau, William James, Charles Sanders Pierce, Josiah Royce, and Mary Whiten Calkins. Three credits.

ASPO 433 United States Foreign Policy

This course reviews the United States' involvement in world affairs from the 1930s to the present, with special attention to the rigors and logic of the Cold War. The course includes discussions of constitutional and other factors in the making of foreign policy, and students debate major contemporary policies and commitments. Three credits.

ASPO 461 The American Presidency

This course examines the role of the President in the political system and considers the origins, qualifications, and limitations of the office from which the President functions as chief executive, legislative leader, and link with the courts. The course evaluates presidential achievement of domestic and foreign policy goals by examining presidential powers and the President's roles as party leader and politician. It also reviews questions of reform. Three credits.

ASPO 465 Political Parties, Interest Groups, and Public Opinion

This course examines various linkage models that describe representation of citizens by leaders and explores political parties, interest groups, and public opinion in terms of their contributions to popular control of America politics. Questions the course considers include: What mechanisms do citizens have to gain compliance for their policy preferences? and How responsive are decision makers in the American system to citizen demands? Three credits.

ASPO 467 Politics in Film

This course examines how some major political values are expressed in mainstream American films from the 1920s to the present, exploring values such as individualism, community, democracy, civic responsibility, the state, and legitimacy. In addition, the course discusses several major topics related to politics, including race relations, war, and feminism. Three credits.

ASPO 468 Politics of Mass Popular Culture

This course surveys the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as a regime-maintaining diversion. Questions explored during the course include: What values and political positions do organized sports in the United States convey? What is the political impact of American popular music? and How have citizens used political humor and satire of American politics to develop an outlook toward government? Three credits.

ASPO 470 Race and the Supreme Court

From the 3/5ths compromise in the Constitution until today, the issue of race in America has been fought through the prism of Court decisions. In this course we will examine race in America by examining the Supreme Court decisions that have defined the issue. The course will examine not only the decisions but the political and social contexts in which these decisions took place. The contradictions and anomalies of many of these decisions go a long way in explaining the reality of race in America. From the Court saying in *Dred Scott* that Negroes had no rights and were not be citizens in the eyes of the Constitution to *Brown vs. Board of Education* saying racial discrimination is inherently unconstitutional the drama of America's most important social issue has been played out in our Courts. We will examine that drama. Three credits.

ASRS 442 Jews and Judaism in America

What has it meant in the past and what does it mean today to be a Jew in America? Viewing Judaism and Jewishness as inseparable from one another, Jews remain a distinct, though by no means homogeneous, religious and ethnic group in American society. This course explores the religious, cultural, social, economic, and political diversity that exists among American Jews, as well as distinctive beliefs, concerns, and experiences that continue to unite them. The course pays special attention to issues related to immigration, acculturation, gender, and African-American/Jewish relations. Three credits.

ASSO 412 Contemporary American Society

This course analyzes the dominant ideology and values that have shaped American culture - namely, the Protestant ethic - and how and why these values are changing. The course also analyzes major institutional

trends that have transformed and continue to transform America and the modern world – bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology - and the effects of these institutions in producing new personality types, mass society, and rapid social change. The course provides a macro-sociological framework. Three credits.

ASSO 461 American Class Structure

This course examines the roots and structure of class in the United States, as well as the consequences of this hierarchical arrangement on everyday life. It focuses primarily on social class; however, the dynamics and consequences of social class cannot be fully understood without addressing the complex interconnections between class, race, and gender. Three credits.

ASSO 463 Urban/Suburban Sociology

This course explores the nature of the city and growth of metropolitan regions in the contemporary world; the ecological approach and the use of demographic data in the analysis of modern urban communities; social organization of metropolitan regions and the emergence of urban-suburban conflict; big-city politics, community-control, and regional government as dimensions of organization and disorganization in city life; and city planning and urban development at local and national levels as efforts to solve the urban crisis. Three credits.

ASSO 464 Contemporary Urban Society

This course explores the development of the American city and the role the city has played in the American experience, emphasizing the image of the city in literature and art. It also examines post-World War II development and the consequences of the rise of the suburbs. Three credits.

ASSO 468 The Body and American Culture

The human body presents a unique site in which to explore the culture and politics of the time. This seminar investigates the ways in which the human body has been viewed, displayed, discussed, adorned, and modified in American culture during the second half of the 20th century. Topics include such bodily concerns as eating and food production, fashion and clothing, cosmetic surgery and body modification, the diet industry, reproductive technologies, and the rituals surrounding birth and death. Through these discussions, the course also examines the prevailing constructions of race, gender, and sexualities in the United States and their place in science, nature, and culture. Three credits.

ASTA 420 American Drama and Society

This course explores the social, political, and economic forces that have shaped the United States via the themes and perspectives expressed in its drama. The course covers the late 18th century through the present, paying particular attention to dramas and more populist forms of entertainment that specifically address the notion and development of a distinctly American voice and ideology. Students begin with Royall Tyler's 1787 comedy, *The Contrast*, which offers the first wholly

American character – Jonathan the “true-blue” Yankee – and end with Tony Kushner's monumental two-part drama, *Angels in America* (1991), which juxtaposes American Judaism and Mormonism within the context of politics, homo- and heterosexual relationships, and the AIDS epidemic. In between, students consider the work of seminal American dramatists (O'Neill, Miller, Williams, and others) as well as trends in popular theatre forms (minstrelsy, wild west shows, vaudeville, burlesque, musical comedy) in creating the totality of the American cultural experience. Three credits.

ASTA 452 The Arts in America: 1950 to the Present

During the second half of the 20th century, American visual and performing arts developed a unique voice and vision that no longer simply imitated European models. This course examines that development in theatre, dance, music, fiction, poetry, and the visual arts, noting particularly the cross-fertilization that sparked cross-disciplinary movements such as the beats, Black Mountain College, happenings, and performance art - all within the larger social, political, and economic context of the times. The course also considers more traditional forms, including American musical comedy (our great contribution to world theatre) and popular culture trends such as prime-time television, top-40 radio, and theme parks, discussing the notion of “high” and “low” art. Ultimately, the course considers how art is a reflection and interrogation of the prevalent culture, and what it tells us about the intellectual, political, and economic forces that shape American society. Three credits.

ASTA 453 American Popular Entertainments and Social History

“Popular entertainments have great power. They tell us what is on the minds of ordinary people at any given moment-their concerns, biases and anxieties-and in turn refine them and restate them in a palatable, easily understood way,” wrote Professor Emeritus Brooks McNamara of New York University of this new field of scholarly inquiry that plumbs America's popular entertainments as a means of understanding its social history. This course will examine critical live entertainment forms that flourished in the years between the conclusion of the Civil War and the end of the 1920s largely due to increased leisure time, improved transportation, and rapidly developing cities. Popular entertainment-amusements aimed at a broad, relatively unsophisticated audience-were frequently American reinventions of European imports, such as the circus, while others, like the Minstrel Show, were uniquely American creations. We will begin the course with an intensive look at the Minstrel Show as a key to the solidification and perpetuation of American racist stereotypes and then consider Circus, the Wild West Show, Vaudeville, Burlesque, Medicine Show, Chautauqua, and popular dramas such as Toby, Tab, and Tom shows, as manifestations of American society of the late 19th and early 20th centuries. Three credits.

Other course options

Up to three of the following 300-level courses may be applied toward the M.A. degree in American studies, with an added course requirement to produce a graduate-level paper. Descriptions of these courses can be found in the undergraduate course catalog.

English

- EN 335 Gender and Sexuality in Film and Literature
- EN 339 African-American Literature and Culture:
1900 to 1940
- EN 341 Early African-American Literature
- EN 342 Voices and Visions: Five American Poets
- EN 344 African-American Fiction:
1940 to the Present
- EN 348 Contemporary Women Writers of Color
- EN 371 African-American Women's Writing
- EN 380 Colonial American Literature
- EN 381 American Romanticism
- EN 382 American Literature: 1865 to 1920
- EN 383 American Literature: 1920 to 1950
- EN 384 American Literature: 1950 to the Present
- EN 386 Native American Literature
- EN 387 The American Novel
- EN 389 Literature and Religion: The American
Experience
- EN 391 Myth in American Literature

History

- HI 331 Era of the American Revolution,
1763 to 1800
- HI 342 Immigration, Ethnicity, and Race in
U.S. History
- HI 348 Social Movements in 20th-Century
U.S. History
- HI 356 History of the Cold War
- HI 362 The Frontier: Man, Nature, and the
American Land
- HI 397 Special Topics: Social Movements in the
19th-Century United States
- HI 397 Special Topics: Civil War and
Reconstruction
- HI 397 Special Topics: U.S. Society, Politics, and
Industry in America, 1877 to 1900
- HI 397 Special Topics: Black Religious History
- HI 397 Special Topics: American Agricultural
History: 1800 to 1950

Politics

- PO 346 Seminar on Vietnam

MASTER OF ARTS
IN
MATHEMATICS

A Message From the Director

Because of its beauty, precision, and usefulness, mathematics has always attracted not only the most profound and theoretical minds, but also pragmatic thinkers who are eager to apply its insights to the problems of the world around us. If you are reading this now, I suspect you fit one of these descriptions.

Fairfield University's master's degree program in mathematics is designed for students who have a strong undergraduate background in mathematics or a related field. Graduate students in our program fall into three general categories: middle- and secondary-school teachers; business professionals whose work is quantitative in nature; and those seeking to teach in community colleges or desiring solid preparation for entrance into a doctoral program.



Full-time Fairfield University faculty members teach in the master's program, bringing a wealth of expertise to the classroom. The breadth of their specialties enriches the program and the options available to students. This benefit translates into an ability to allow our students to design individualized programs of study, in consultation with a faculty advisor, related to their personal goals.

The curriculum features a common core of 12 credits, supplemented by a series of electives that make specialization possible. Because our program caters to working adults, classes generally meet one evening a week during the fall and spring semesters and are available in the summer as well.

As director of the graduate program in mathematics, I invite you to peruse the course descriptions and faculty credentials that follow and join us in a more focused study within the field I so enjoy.

Dr. Benjamin Fine
Program Director

THE MASTER OF SCIENCE IN MATHEMATICS

The master of science in mathematics program welcomes students of ability with a strong undergraduate background in mathematics or a related field such as computer science, engineering, physics, finance, economics, or certain social sciences.

The M.S. in mathematics requires completion of 30 credits. These include four required courses totaling 12 credits; five electives totaling 15 credits; and a capstone experience of three credits. In consultation with a faculty advisor, each student designs an individualized program of study meeting his or her needs.

Required Courses

MA 431-432

Algebra and Linear Algebra
(a six-credit, two-course sequence)

MA 471-472

Real and Complex Analysis
(a six-credit, two-course sequence)

Elective Courses

The examples that follow illustrate three possible ways students can specialize within the M.S. program. In each case, students complete the required courses noted above in addition to electives such as those listed below.

For Teachers and Prospective Teachers

- Geometry: Euclidean and Non-Euclidean
- Topology: Analytic and Algebraic
- Foundations and Set Theory
- Statistics (Teacher Specialization)
- Use of Technology in the Classroom
- Number Theory

For Business-Oriented Professionals

- Probability
- Statistics

- Applied Statistical Methods
- Operations Research
- Systems Analysis and Computing
- Applied Mathematics and Differential Equations
- Classical Financial Mathematics

For Those Interested in Pure Mathematics

- Geometry
- Topology
- Advanced Abstract Algebra
- Numerical Analysis
- Foundations and Set Theory
- Number Theory

Certificate in Financial Mathematics

The University also offers a four-course Certificate in Financial Mathematics for those who wish to improve their knowledge of financial markets or to understand the mathematics behind the computer models in the field of finance. The program is designed for mathematically trained professionals and those with a background in finance. Participants acquire additional quantitative and qualitative skills important to advancing careers in investment banking, hedge funds, and financial markets.

The four courses (12 credits) may be applied at a later date to the requirements for a master's degree in mathematics at Fairfield University.

Required Courses

Classical Financial Mathematics
Applied Mathematics I
Applied Mathematics II
Mathematics of Financial Derivatives

Course Descriptions

MA 431 and MA 432 Algebra and Linear Algebra

This required, two-course sequence provides graduate-level treatment of algebraic structures and linear algebra and includes a detailed survey of algebraic structures: elementary group theory and ring theory. Topics include standard matrix algebra and matrix techniques; solutions of equations and determinants; general vector spaces; basis and dimension; linear transformations; linear operators and the relationship to matrices; inner product spaces and orthonormalization, least squares approximations, Hilbert spaces; diagonalization and other canonical forms for matrices; eigenvalues, eigenvectors, and applications to ordinary differential equations; and Hermitian, unitary, and positive definite matrices. The course also incorporates a discussion of the historical development of abstract and linear algebra, the relationship of linear algebra to analysis, and a coordinated introduction to a symbolic algebra program such as Maple or Mathematica. Six credits for the two-course sequence.

MA 451-452 Probability and Statistics

This graduate-level treatment of the theory of probability and mathematical statistics includes probability spaces and finite counting techniques, random variables and distribution functions, density, mass functions, and expectation. The course also examines the standard random variables; multivariate distributions; functions and sums of random variables; limit theorems – weak and strong law of large numbers and the central limit theorem; theory of estimators, maximum likelihood techniques; theory of estimation; hypothesis testing theory – decision analysis; and Bayesian methods. The course also discusses the historical development of probability and statistics, and its place in the mathematical trichotomy – algebra, analysis, and geometry/topology – and is highly recommended for the quantitative analysis specialization. Three credits.

MA 460 Statistics - Teacher Specialization

This introductory, graduate-level treatment of statistics and applied statistical methods includes basic statistical testing such as sampling techniques; the theory of estimation and standard hypothesis testing; regression analysis techniques that include multivariate regression and model building; correlation techniques; analysis of variance and factorial designs; chi-squared analysis; and other discrete data techniques. Three credits.

MA 471 and MA 472 Real and Complex Analysis

This required, two-course sequence offers a graduate-level treatment of real and complex analysis, including the completeness of the real numbers; the complex number field and its properties; the topology of Euclidean n -space and its generalizations to metric and topological spaces; convergence and continuous functions; sequences of functions; general differentiability; the theory of integration and the Lebesgue integral; complex analytic functions and the differences with real functions; the complex integral; and Cauchy's Theorem and consequences. The course also incorporates an overview of the relationship of real and complex analysis to the undergraduate calculus sequence, a discussion of the historical development of real and complex analysis, and a coordinated introduction to a symbolic algebra program such as Maple or Mathematica. Six credits for the two-course sequence.

MA 510 Foundations and Set Theory

The foundations of modern mathematics lie in set theory and logic. This course provides graduate-level treatment of these areas, including an introduction to ISETL that can be used in a secondary school classroom. Three credits.

MA 520 Geometry

This course offers a graduate-level treatment of Euclidean and non-Euclidean geometry. Highly recommended for teachers, the course includes an introduction to SKETCHPAD that can be used in a secondary school classroom. Three credits.

MA 525 Topology

This course provides an introductory, graduate-level treatment of point-set and algebraic topology and topological methods. Three credits.

MA 540 Advanced Abstract Algebra

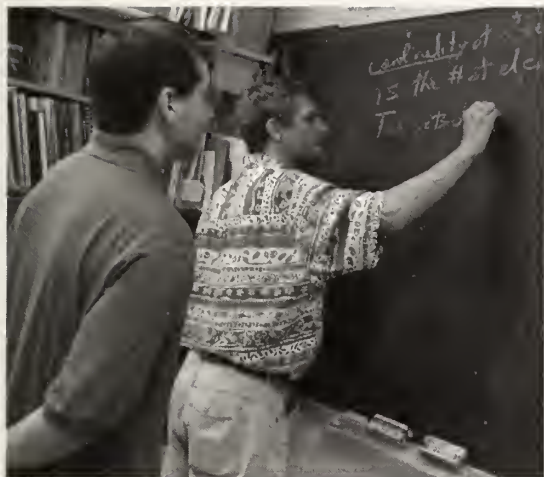
A collection of topics in advanced abstract algebra, the course includes field extensions and Galois theory as well as some advanced areas of group theory. Three credits.

MA 545 Number Theory

This graduate-level survey of the problems and techniques of number theory includes elementary number theory and introductions to analytic and algebraic number theory. Three credits.

MA 550 Classical Financial Mathematics

This course will cover the basic mathematics, ideas and theory in classical financial investments. It will include the basic formulas for compound interest and effective yields, infinite series and exponential functions, annuities and perpetuities, amortization and sinking funds, time value of money, and bond and stock discounts. Three credits.



MA 551 Applied Statistical Methods

This course offers a graduate-level treatment of applied statistical methods used in the physical sciences, social sciences, and business. Students examine basic statistical testing including sampling techniques; the theory of estimation and standard hypothesis testing; regression analysis techniques including multivariate regression and model building; correlation techniques; analysis of variance and factorial designs; chi-squared analysis; and other discrete data techniques. Three credits.

MA 553 Statistical Forecasting

This course on statistical forecasting and forecasting techniques includes the study of smoothing methods, multiple regression and model building, and Box-Jenkins ARIMA models. Three credits.

MA 555 Statistical Consulting

An introduction to the techniques of statistical consulting, this case-study-driven course focuses on problem evaluation and study design. Three credits.

MA 560 Operations Research

This graduate-level treatment of operations research and techniques applicable to business-related problems includes the theory and practice of linear programming, decision theory, and optimization theory. Three credits.

MA 563 Systems Analysis and Computing

This course provides an introduction to systems analysis and the use of computing and computer modeling to solve real-world problems and includes an introduction to the general theory of programming and programming languages. Three credits.

MA 565 Use of Technology in the Classroom

Designed for teachers, this course surveys various computer software mathematics packages suitable for use in the classroom, such as Maple, Mathematica, SKETCHPAD, and ISETL. The course includes a description of the programs and discusses how they can be integrated into a classroom setting. Three credits.

MA 571 Numerical Analysis

This course provides a graduate-level treatment of numerical analysis and the numerical solution of mathematical problems and includes an introduction to computer implementation of numerical algorithms. Three credits.

MA 573 Applied Mathematics and Differential Equations

This graduate-level course addresses differential equations, model building, and their applications to science, business, and engineering. Three credits.

MA 576/577 Applied Mathematics I and II

Modern financial mathematics depends heavily on the theory of differential equations and applied mathematics. Topics in this two-course sequence include: mathematical modeling, ordinary differential equations and their solutions; linear differential equations; series methods; transform methods; Laplace transforms; partial differential equations; boundary value problems; Fourier series and Fourier analysis; and some concepts of probability theory.

MA 578 Mathematics of Financial Derivatives

This course covers the theory of financial derivatives, including an explanation of option pricing theory and investments, the idea of financial derivatives, stochastic differential equations, and the Black-Scholes model.

MA 590 Capstone Project

By arrangement with a faculty mentor, students may choose to work on a project or thesis independently to fulfill the capstone requirement. The details and format of the project are designed by the student and mentor. Three credits.

COMPLIANCE STATEMENTS AND NOTIFICATIONS

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Department of Public Safety policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Department of Public Safety in Loyola Hall, Room 2, by calling the department at (203) 254-4090, or by visiting the Fairfield University Public Safety website. The Office of Public Safety is open 24 hours a day, 365 days a year. Fairfield is a drug-free campus and workplace.

Catalog

This catalog pertains only to the graduate programs offered through the College of Arts and Sciences. It is useful as a source of continuing reference and should be saved by the student. The provisions of this bulletin are not an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Non-Discrimination Statement

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs. Inquiries about Fairfield's non-discrimination policies may be directed to the Dean of Students, (203) 254-4000, ext. 4211.

Notification of Rights Under FERPA

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment), which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of the Dean of Students.

The rights afforded to students with respect to their education records under FERPA are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the

academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Title II Report

The Title II Higher Education Reauthorization Act Report is available online at
www.fairfield.edu/academic/graedu/acadinfo.htm.

TUITION, FEES, AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees for part-time students is:

Application for matriculation (not refundable)	\$55
Registration per semester	\$25
Tuition per credit (part-time)	\$475
Change course fee	\$10
Computer lab fee	\$45
Audit fee (per course)	\$682.50
Commencement fee (required of all degree recipients)	\$150
Transcript	\$4
Promissory note fee	\$25
Returned check fee	\$30

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees, and authorization for billing a company must accompany registration. Payments may be made in the form of cash (in person only), check, money order, MasterCard, VISA, or American Express. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on tuition as follows:

1. For students taking fewer than six credits: At registration, the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.
2. For students taking six credits or more: At registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the terms of the promissory note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable at the time of registration.

Students will be required to sign a promissory note, which requires a \$25 processing fee, acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration with a MasterCard, VISA, or American Express credit card. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registration.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, VISA, or American Express must be applied as a credit to your charge card account.

Percent Refunded

Before first scheduled class	100 percent
Before second scheduled class	90 percent
Before third scheduled class	80 percent
Before fourth scheduled class	60 percent
Before fifth scheduled class	40 percent
Before sixth scheduled class	20 percent
After sixth scheduled class	No refund
Refunds take two to three weeks to process.	

Financial Aid

Mathematics Assistantships

A limited number of graduate and student activities assistantships are awarded each year to full-time students. To be considered for these or for partial scholarships available to qualified M.S. in mathematics students, please contact Dr. Benjamin Fine can be reached at (203) 254-4000, ext. 2197. Additional

information about financing your advanced degree is available from the University's Financial Aid Office, (203) 254-4000, ext. 4125.

Federal Stafford Loans

Under this program, graduate students may apply for up to \$18,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to \$8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first \$8,500 for which the student has not demonstrated need (as well as the remaining \$10,000 should they borrow the maximum loan), would be borrowed on an unsubsidized basis.

When a loan is subsidized, the federal government pays the interest for the borrower as long as he or she remains enrolled on at least a half-time basis and for a six-month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

How to Apply

To apply for a Federal Stafford loan, apply online at:

www.opennet.salliemae.com

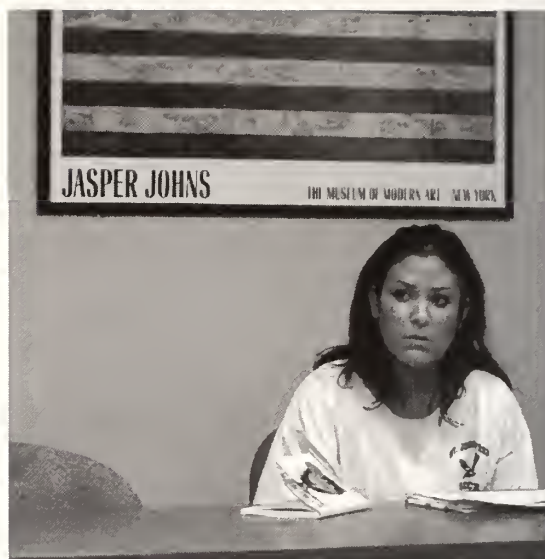
Click on "**Loan Applicant**" and follow the instructions on how to set up your account online and apply for a Federal Stafford online with Sallie Mae.

After successfully applying for your Federal Stafford loan online, you can electronically sign (E-sign) the loan online. However, if you do not want to use E-Sign, you can still print out the MPN, sign it, and mail it directly to Sallie Mae at the address they list on the MPN.

*Stafford Loan Borrowers must have a current FAFSA form on file and have completed Entrance Counseling via www.mapping-your-future.org before your loan can disburse. To apply online for the FAFSA go to: www.fafsa.ed.gov (Fairfield's school code is 001385).

If you have any questions, please call the Financial Aid Office at extension (203) 254-4125.

Approved loans will be disbursed in two installments. Students borrowing from Sallie Mae lenders will have their funds electronically disbursed to their University



accounts. Students who borrow from other lenders will need to sign their loan checks in the Bursar's Office before the funds can be applied.

Sallie Mae Signature Loan Program

These loans help graduate and professional students pay the cost of attending the University. Repayment begins approximately six months after you leave school with interest rates ranging from Prime -0.5% to Prime + 2.0% depending on credit worthiness and having/not having a co-borrower. Students may borrow from \$500 to the Cost of Attendance less financial aid.

For information contact Signature Customer Service at 1-800-695-3317 or www.salliemae.com/signature.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file numbers at the time of registration. The University Registrar's office will complete and submit the certification form.

FACULTY

American Studies Faculty

Professors in the program are full-time members of the University's faculty, representing nine departments and programs within the College of Arts and Sciences.

Peter Bayers

Assistant Professor of English
B.A., Villanova University
M.A., New York University
Ph.D., University of Rhode Island

Cecelia F. Bucki

Associate Professor of History
B.A., University of Connecticut
M.A., Ph.D., University of Pittsburgh

Mary Ann Carolan

Associate Professor of Modern Languages and Literatures
Director of Italian Studies
B.S., Dartmouth College
M.A., M.Phil., Ph.D., Yale University

Ralph M. Coury

Professor of History
B.A., Hamilton College
M.A., Ph.D., Princeton University

Robbin Crabtree

Professor of Communication
B.A., University of California, Santa Barbara
M.A., Ph.D., University of Minnesota

David Crawford

Assistant Professor of Sociology and Anthropology
B.A., California State University, Fullerton
M.A., Ph.D., University of California, Santa Barbara

Edward M. Dew

Professor of Politics
B.A., Pomona College
M.A., George Washington University
M.A., Yale University
Ph.D., University of California at Los Angeles

King J. Dykeman

Associate Professor of Philosophy
A.B., Creighton University
M.A., Ph.D., University of Chicago

Philip I. Eliasoph

Professor of Visual and Performing Arts
A.B., Adelphi University
M.A., Ph.D., State University of New York at Binghamton

Johanna X.K. Garvey

Associate Professor of English
B.A., Pomona College
M.A., Ph.D., University of California at Berkeley

Miriam Sahatdjian Gogol

Associate Dean, College of Arts and Sciences
Professor of English and American Studies
B.A., City College, City University of New York
M.A., M. Phil., Ph.D., Columbia University

Donald W. Greenberg

Associate Professor of Politics
A.B., Alfred University
Ph.D., City University of New York

Orin. L. Grossman

Academic Vice President
Professor of Visual and Performing Arts
A.B., Harvard University
M.Phil., Ph.D., Yale University

David Gudelunas

Assistant Professor of Communication
B.A., University of San Francisco
M.A., Ph.D., The Annenberg School of Communication
University of Pennsylvania

Alan N. Katz

Professor of Politics
A.B., M.A., Ph.D., New York University

Martha S. LoMonaco

Professor of Visual and Performing Arts
B.A., Boston College
M.A., Tufts University
Ph.D., New York University

Sharlene McEvoy

Professor of Business Law
B.A., Albertus Magnus College
M.A., Trinity College
J.D., University of Connecticut
Ph.D., University of California at Los Angeles

David W. McFadden

Professor of History
B.A., University of Denver
M.A., Ph.D., University of California at Berkeley

Leo F. O'Connor

Director of American Studies
Professor of American Studies
B.S., St. Peter's College
M.A., Ph.D., New York University

Sally O'Driscoll

Associate Professor of English
B.A., Queens College, City University of New York
M.A., M.Phil., Ph.D., City University of New York

John M. Orman

Professor of Politics
B.S. Indiana State University
M.A., Ball State University
Ph.D., Indiana University

Elizabeth Petrino

Associate Professor of English
B.A., State University of New York at Buffalo
M.A., Ph.D., Cornell University

Nicholas M. Rinaldi

Professor of English, Emeritus
A.B., Shrub Oak College
M.A., Ph.D., Fordham University

Rose P. Rodrigues

Assistant Professor of Sociology and Anthropology
B.A., Southern Illinois University
Ph.D., New School for Social Research

Kurt C. Schlichting

Professor of Sociology
A.B., Fairfield University
M.A., Ph.D., New York University

Brian Torff

Associate Professor of Visual and Performing Arts
B.E.S., M.S. University of Bridgeport
C.A.S., Fairfield University

Ellen M. Umansky

Carl and Dorothy Bennett Professor of Judaic Studies
B.A., Wellesley College
M.A., Yale University
M.Phil., Ph.D., Columbia University

Michael C. White

Associate Professor of English
B.A., University of Connecticut
Ph.D., University of Denver

Benjamin Fine

Professor of Mathematics
B.S., Brooklyn College
M.S., Ph.D., New York University

Adam King

Associate Professor of Computer Science
B.S., Yale University
M.S., Ph.D., University of California at Los Angeles

George Lang

Professor of Mathematics and Computer Science
B.S., Loyola University
M.S., University of Dayton
Ph.D., Purdue University

Laura McSweeney

Associate Professor of Mathematics
B.S., Bridgewater State University
M.S., Ph.D., University of New Hampshire

Irene Mulvey

Professor of Mathematics
B.A., Stonehill College
Ph.D., Wesleyan University

Edward O'Neill

Associate Professor of Mathematics and Computer Science
A.B., Catholic University
M.A., Ph.D., Yale University

Stephen Sawin

Associate Professor of Mathematics
A.B., Princeton University
Ph.D., University of California at Berkeley

Peter Spoerri

Associate Professor of Computer Science
B.S., Brooklyn Polytechnic Institute
M.S., Oregon State University
Ph.D., Brooklyn Polytechnic Institute

Joan Weiss

Professor of Mathematics
B.S., Carnegie Mellon University
M.S., University of Delaware
D.A., Idaho State University

Mathematics Faculty

The graduate program in mathematics draws on the full-time faculty of the College of Arts and Sciences. The director is Benjamin Fine, an author, researcher, and consultant who specializes in statistical analysis and abstract algebra. The Mathematics and Computer Science Department includes 13 men and women who have excellent credentials and are active in many areas of research.

Christopher Bernhardt

Professor of Mathematics
B.A., M.Sc., Ph.D., University of Warwick

Vera Cherepinsky

Assistant Professor of Mathematics
B.S., M.S., Polytechnic University
M.S., Ph.D., New York University

Matthew Coleman

Professor of Mathematics
B.A., LaSalle College
M.A., Ph.D., Pennsylvania State University

Joseph Dennin

Professor of Mathematics
A.B., College of the Holy Cross
M.A., Ph.D., University of Wisconsin

FAIRFIELD UNIVERSITY ADMINISTRATION 2006-07

Jeffrey von Arx, S.J., Ph.D.

President

Charles H. Allen, S.J., M.A.

Executive Assistant to the President

James M. Bowler, S.J., M.A.

*Facilitator of Jesuit and Catholic Mission
and Identity*

Orin L. Grossman, Ph.D.

Academic Vice President

Mary Frances A.H. Malone, Ph.D.

Associate Academic Vice President

Judith Dobai, M.A.

*Associate Vice President for Enrollment
Management*

Georgia F. Day, Ph.D.

*Assistant Academic Vice President,
TRIO Programs*

Timothy L. Snyder, Ph.D.

Dean, College of Arts and Sciences

Norman A. Solomon, Ph.D.

Dean, Charles F. Dolan School of Business

Susan Douglas Franzosa, Ph.D.

*Dean, Graduate School of Education
and Allied Professions*

Edna F. Wilson, Ed.D.

Dean, University College

Evangelos Hadjimichael, Ph.D.

Dean, School of Engineering

Jeanne M. Novotny, Ph.D.

Dean, School of Nursing

Debnam Chappell, Ph.D.

Dean of Freshmen

Robert C. Russo, M.A.

University Registrar

William J. Lucas, MBA

*Vice President for Finance and Administration and
Treasurer*

Michael S. Maccarone, M.S.

Associate Vice President for Finance

Richard I. Taylor, B.S., C.E.

*Associate Vice President for Campus
Planning and Operations*

Mark J. Guglielmoni, M.A.

Director of Human Resources

Kenneth R. Fontaine, MBA

Controller

James A. Estrada, M.A., M.L.I.S.

*Vice President for Information Services and
University Librarian*

Mark C. Reed '96, MBA, M.Ed.

Vice President for Student Affairs

Thomas C. Pellegrino '90, Ph.D., J.D.

Dean of Students

Michael J. Doody, S.J.

Director of Campus Ministry

Eugene P. Doris, M.A.T.

Director of Athletics

Fredric C. Wheeler, M.P.A.

Acting Vice President for University Advancement

Martha Milcarek, B.S.

*Assistant Vice President for
Public Relations*

Administrators Emeriti

Aloysius P. Kelley, S.J., Ph.D.

1979-2004

President Emeritus

John A. Barone, Ph.D.

1950-1992

Professor of Chemistry and Provost, Emeritus

Barbara D. Bryan, M.S.

1965-1996

University Librarian, Emerita

Henry J. Murphy, S.J.

1959-1997

Dean of Freshmen, Emeritus

Phyllis E. Porter, MSN

1970-1989

*Associate Professor of Nursing, Emerita
Dean, School of Nursing, Emerita*

FAIRFIELD UNIVERSITY BOARD OF TRUSTEES

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 Rev. John F. Baldwin, S.J.
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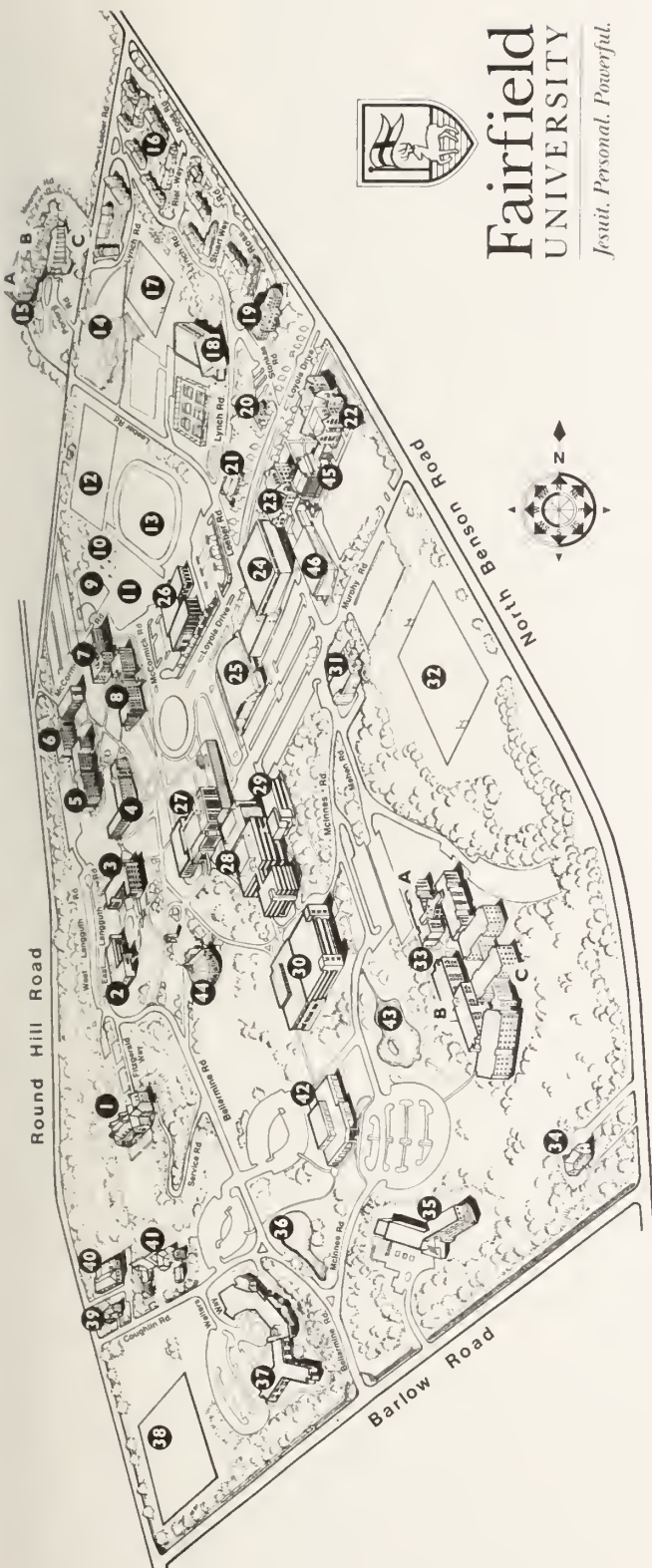
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 Rev. Aloysius P. Kelley, S.J.
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Fairfield UNIVERSITY

Jesuit. Personal. Powerful.



1. Bellarmine Hall
2. Donnarumma Hall
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jogues Hall
7. Campion Hall
8. Loyola Hall
9. Alumni Softball Field
10. Basketball Courts
11. Campion Field
12. University Field
13. Lessing Field
14. Alumni Diamond

15. Dolan Campus
 - A. John C. Dolan Hall
 - B. David J. Dolan House
 - C. Thomas F. Dolan Commons
16. Student Town House Complex
17. Alumni Field
18. Thomas J. Walsh, Jr. Athletic Center
19. McAuliffe Hall
20. Alumni House
21. The Levee
22. Xavier Hall
23. Berchmans Hall
24. Leslie C. Quick, Jr. Recreation Complex
25. Alumni Hall – Sports Arena

26. Aloysius P. Kelley, S.J. Center
27. John A. Barone Campus Center
28. Rudolph F. Bannow Science Center
29. School of Nursing
30. DiMenna-Nyselius Library
31. Central Utility Facility
32. Grauert Field
33. The Village
 - A. Koska Hall
 - B. Claver Hall
 - C. New Apartments
34. Jesuit Residence – St. Robert
35. Jesuit Residence – St. Ignatius
36. Bellarmine Pond

37. Charles F. Dolan School of Business
38. Barlow Field
39. Southwell Hall
40. PepsiCo Theatre
41. Maintenance Complex
42. Regina A. Quick Center for the Arts
43. Hopkins Pond
44. Egan Chapel of St. Ignatius
 - Loyola and Pedro Arrupe, S.J.
 - Campus Ministry Center
45. Pedro Arrupe Hall
46. Fr. Brissette Athletic Center

Directions — To reach Fairfield University

- From New York via Connecticut Turnpike (I-95): Take Exit 22. Turn left onto Round Hill Road. Proceed to Barlow Road. Turn right and proceed to the gate on your left, marked by twin stone columns.
- From New Haven via Connecticut Turnpike (I-95): Take Exit 22. Turn right onto North Benson Road (Rt. 135). Turn left at Barlow Road and proceed to the gate marked by twin stone columns on your right.
- From New Haven via Merritt Parkway (Rt. 15): Take Exit 44, take a quick left off the ramp, then take another quick left onto Black Rock Turnpike (Rt. 58), proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road. There are several entrances on North Benson Road. Consult the University map for the appropriate entrance.
- From New York via Merritt Parkway (Rt. 15): Take Exit 44. Bear left and immediately turn right onto Black Rock Turnpike (Rt. 58), proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road. There are several entrances on North Benson Road. Consult the University map for the appropriate entrance.



Fairfield UNIVERSITY

Jesuit. Personal. Powerful.

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